### Scenario Overview

**Scenario Title**

**Original Author(s)**

**Scenario Purpose**

*Insert brief explanation of what this scenario aims to train*

<table>
<thead>
<tr>
<th>Date(s) of Development</th>
<th>Approximate Time Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original:</td>
<td>Set-up &amp; Preparation:</td>
</tr>
<tr>
<td>Revised:</td>
<td>Run Simulation:</td>
</tr>
<tr>
<td></td>
<td>Debrief:</td>
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<td></td>
<td>Clean-Up Time:</td>
</tr>
<tr>
<td></td>
<td>Total:</td>
</tr>
</tbody>
</table>

### 1. Learner(s)

Specify the learner(s) for whom this scenario was designed. You may also include information about any prerequisites they should have completed prior to participation.

<table>
<thead>
<tr>
<th>E</th>
<th>Post graduate year 1 (PGY 1) residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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</tbody>
</table>

*Add additional rows as needed*

### 2. Learning Objectives

Define the learning objectives (i.e., statements explaining what learners are expected to know and/or be able to do after training is concluded). Learning objectives should be specific, action-oriented, and measurable.

*Note: The learning objectives listed below will also be recorded on Table 5: Scenario Development*

<table>
<thead>
<tr>
<th>E</th>
<th>Demonstrate caring and respectful behaviors when interacting with patients and their families.</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<td>3.</td>
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<td>4.</td>
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</tbody>
</table>

*Add additional rows as needed; A maximum of 5 Learning Objectives per scenario is recommended*

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### 3. Clinical Context

Provide a short description of the scenario’s clinical context. Make sure it is appropriate for training the Learning Objectives in Table 2.

*Note: Many contexts may be appropriate for training the learning objectives.*

Example: Unanticipated Difficult Airway in an Emergency Department

### 4. Knowledge, Skills, and Attitudes

List the context-specific Knowledge, Skills, and Attitudes that indicate the associated Learning Objective is met. At least one KSA should be identified for each Learning Objective from Table 2.

*Note: The KSAs listed below will also be recorded on Table 5: Scenario Development*

<table>
<thead>
<tr>
<th>#</th>
<th>KSA</th>
<th>#</th>
<th>Associated Learning Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Answers patient and family questions fully and patiently.</td>
<td>E</td>
<td>Demonstrate caring and respectful behaviors when interacting with patients and their families.</td>
</tr>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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</tbody>
</table>

*Add additional rows as needed; No more than two KSAs per Learning Objective is recommended*
### 5. Scenario Development

Use this table to script the Scenario Events and identify acceptable Learner Response(s) to each event. Ensure that each event is written to capture at least one targeted KSA and associated Learning Objective.

Events must consist of a trigger (an incident that elicits a learner response). Events may also include contextual information (background information requiring no learner behavior) designed to push the scenario storyline forward or increase scenario complexity.

*Note:* The KSAs and Learning Objectives listed here should be identical to those recorded in Table 4.

<table>
<thead>
<tr>
<th>Event #</th>
<th>Event</th>
<th>Learner Response(s)</th>
<th>KSA(s)</th>
<th>Learning Objective(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex.</td>
<td>Grandmother will ask, “Doctor, what is wrong with my grandbaby?”</td>
<td>The resident calmly explains the patient’s critical status and clearly describes the medical condition.</td>
<td>Answers patient and family questions fully and patiently.</td>
<td>Demonstrate caring and respectful behaviors when interacting with patients and their families.</td>
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</tbody>
</table>

*Add additional rows as needed*
# Ancillary Information

## Patient Profile

<table>
<thead>
<tr>
<th>Last Name:</th>
<th>First Name:</th>
<th>MI:</th>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Gender:</th>
<th>DOB:</th>
<th>Ht:</th>
<th>Wt:</th>
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</table>

## Physical Exam

<table>
<thead>
<tr>
<th>BP:</th>
<th>Temp:</th>
<th>HR:</th>
<th>RR:</th>
<th>O₂ Sat:</th>
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</tbody>
</table>

## History of Present Illness

## Review of Systems

<table>
<thead>
<tr>
<th>CNS</th>
<th>Cardiovascular</th>
<th>Pulmonary</th>
<th>Renal/Hepatic</th>
<th>Endocrine</th>
<th>Heme/Coag</th>
<th>Musculoskeletal</th>
<th>Integument</th>
<th>Developmental HX</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

## Past Medical History

## Past Surgical History

## Family History

## Social History

## Vaccines

Abbreviated title: The Template of Events for Applied and Critical Healthcare Simulation

<table>
<thead>
<tr>
<th>Medication Allergies</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Food/Other Allergies</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Current Medications</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Drug</th>
<th>Dose</th>
<th>Route</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Simulation Modality</th>
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</thead>
</table>

- [ ] High Fidelity Simulator
- [ ] Standardized Patient
- [ ] Role Play
- [ ] Low-mid Fidelity Mannequin
- [ ] Hybrid (Blended Simulator)
- [ ] Other: ___________________________

<table>
<thead>
<tr>
<th>Scenario Cast Members</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Learners</th>
<th>Confederates</th>
</tr>
</thead>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Physician(s):</td>
<td>Family Member(s):</td>
</tr>
<tr>
<td>Resident(s):</td>
<td>Physician(s):</td>
</tr>
<tr>
<td>Respiratory Therapist(s):</td>
<td>Resident(s):</td>
</tr>
<tr>
<td>Nurse(s):</td>
<td>Respiratory Therapist(s):</td>
</tr>
<tr>
<td>Technician (e.g., Emergency Medical):</td>
<td>Nurse(s):</td>
</tr>
<tr>
<td>Other:</td>
<td>Technician (e.g., Emergency Medical):</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Observers/Raters</td>
<td>Simulator Technician</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Required:</td>
<td></td>
</tr>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Scenario Support Staff</th>
</tr>
</thead>
</table>

- [ ] Observers/Raters
- [ ] Simulator Technician
- [ ] Curriculum Instructor

## Equipment Props

| □ | Airway Equipment |
|   | □ BVM |
|   | □ OPA & NPA |
|   | □ Non-Rebreather Mask |
|   | □ Oxygen Source |
|   | □ Suction |
|   | □ Laryngoscopy Blade(s) |
|   | □ Laryngoscopy Handles(s) |
|   | □ Endotracheal Tube(s) |
|   | ▪ Size(s): _______ |
|   | □ Stylet |
|   | □ Syringe(s) |
|   | □ Securing Device |
|   | □ EtCO2 monitoring device |
|   | □ Colorimetric end-tidal CO2 detector |
|   | □ Supraglottic Device |
|   | ▪ Type:_________ |
|   | □ Video Laryngoscope |
|   | □ Bougie |

| □ | Difficult Airway Cart |
| □ | Vascular Access |
|   | □ Peripheral IVs |
|   | □ IOs |
|   | □ IV and Tubing |
|   | □ IV Fluids |

| □ | Catheter:_________ |

| □ | Monitoring Devices |
|   | □ Cardiac Monitor |
|   | □ Blood Pressure Cuff |
|   | □ Pulse Oximeter |
|   | □ Arterial Line |
|   | □ CVP |
|   | □ Temperature Probe |

| □ | Defibrillator |
| □ | Blood Components: |
|   | □ PRBC |
|   | □ Platelets |
|   | □ FFP |

| □ | Lab Reports |
|   | □ CBC |
|   | □ Cardiac |
|   | □ Coagulation Profile |
|   | □ Type and Cross |
|   | □ ABG |

| □ | EKG Machine |
| □ | Medical Equipment |
|   | □ Ventilator Machine |
|   | □ BIPAP Machine |
|   | □ IV Pumps |
|   | □ Ultrasound Machine |
|   | □ Bronchoscope |
|   | □ Colonoscopy Scope |
|   | □ Hospital Bed/Stretcher |

| □ | Medications (Name & Dose) |
|   | □ ___________________ |
|   | □ ___________________ |
|   | □ ___________________ |

| □ | Patient ID Band/Allergy Band |
| □ | Back Board |
| □ | NG Tube |
| □ | C-Collar |
| □ | Hotline (Phone) |

| □ | Form(s) (e.g., DNR): |
|   | □ ___________________ |
|   | □ ___________________ |
|   | □ ___________________ |

| □ | X-Ray(s): |
|   | □ ___________________ |
|   | □ ___________________ |
|   | □ ___________________ |

| □ | EKG: ___________________ |
| □ | Moulage: ___________________ |
| □ | Other: ___________________ |
|   | □ ___________________ |
|   | □ ___________________ |
|   | □ ___________________ |

References